

## Interview with CEO of NAS on his first day

See bottom of page 2



FE Week's Nick Reinis speaking to the newly appointed chief executive of NAS at the Apprenticeship Quality Conference last week

Picture by Nick Linford

# Stay of execution for ESOL

**FE Week Exclusive**

**Nick Summers**

@SummersNicholas

English for Speakers of Other Languages (ESOL) qualifications will continue to be funded for at least one more year, despite changes to the eligibility of literacy qualifications.

Issue 100 of the Skills Funding Agency (SFA) Update states: "Following consideration of the current English for Speakers of Other Languages (ESOL) Adult Basic Skills Certificates, this note confirms the continued funding for 2012/13 of ESOL Adult Basic Skills Certificates at Entry, Level 1 and Level 2."

The announcement follows a move by the Department for Business, Innovation and Skills (BIS) in February to cease the funding of a centrally held test bank which supports Adult Basic Skills (ABS) qualifications and Key Skills Communication, as well as Application of Number qualifications at Levels 1 and 2.

Jennifer Turner, head of ESOL and literacy at Greenwich Community College, as well as a member of the NATECLA Management Council,

said: "It seems to be good news, especially for Level 1 and Level 2 learners who stood to have no ESOL qualifications next year. The 12.5 per cent cut to Adult Learner Responsive funding remains however, and this will undoubtedly result in a reduction in provision across the sector. This announcement does nothing to mitigate that."

The limited duration of protection for ESOL Basic Skills Certificates raises questions about how the qualification will be funded in the future.

Gordon Marsden MP, shadow minister for FE, skills and regional growth, told FE Week: "While we obviously welcome the continuation of ESOL Basic Skills qualification funding in 2012/13, real questions remain about arrangements from 2013/14 onwards that is understandably still causing concerns across the FE sector."

"I will be pressing Ministers to explain the implications of the scrapping of Basic Skills qualifications on ESOL courses and learners for subsequent academic years."

Sally Hunt, general secretary of the University and College Union (UCU), added: "ESOL is crucial in allowing people to access the labour market

and integrate within their communities. We really need a long-term commitment from government. Ad hoc announcements about whether we can expect funding for another year creates huge instability and uncertainty for institutions, tutors and learners and prevents proper planning taking place."

Chris Hooper, head of ESOL and community learning at Kirklees College, said: "It's been obvious for a while that changes to ESOL qualifications are on the cards."

"At least this means that when those changes happen, they can be done over a reasonable timescale, rather than last minute."

The National Institute of Adult Continuing Education (NIACE) say although they welcome the extended funding for ESOL Basic Skills Certificates, the government's year by year approach to provision is a concern.

Joyce Black, head of skills for life at NIACE, said: "We are pleased that the funding will be extended for another year and in time for providers to complete their curriculum plans and the associated programme publicity. However the year by year funding is a concern. This extension of funding is good news for learners but we

also need to remember that unlike learners who choose to work towards literacy and numeracy qualifications, some ESOL learners must achieve an ESOL Entry qualification to secure their legal status in the UK because it is required for settlement (indefinite leave to remain) in the UK or British citizenship."

The SFA says Ofqual will shortly be writing to awarding organisations to advise them that the operational end date for current ESOL programmes is now the end of August 2013.

Ofqual has since clarified to FE Week, however, that the funding extension is not related to the change in operational end date.

"The fact that the funding has been extended is not linked to us changing the operational end date for ESOL Skills for Life (we are not involved in funding at all)," an Ofqual spokesperson said.

"We have extended the operational end date so that the current qualifications can continue to be used while we undertake some monitoring work."

BIS and the SFA are now in discussions with Ofqual to decide if the "shape and content" of ESOL qualifications will change in the future.

Monday 26 March 2012

www.feweek.co.uk

## Lawrence Vincent



FE Week spoke to the principal of Bournemouth and Poole College

Page 5

## Campus Round-up



MidKent College student takes the plunge to help monkey charity

Pages 10 & 11

## Reed NCFE scheme



Bournemouth and Poole college launches first employability lab

Pages 12 & 13

## Easter Egg hunt



See if you can find all the hidden Easter eggs through out the paper!

Page 16

inside...





**FE Week** is a new newspaper dedicated to reporting on news, analysis, jobs and fun in the FE sector.

So tell us what you think at [www.surveymonkey.com/s/feweek](http://www.surveymonkey.com/s/feweek)

And tweet us your thoughts @feweek or with the hashtag #feweek

Managing Editor: Nick Linford  
 Deputy Editor: Nick Reinis  
 News Reporter: Nick Summers  
 Designer: Daniel Duke  
 Sales Director: Gemma Ryder  
 Senior Sales: James Francis  
 Operations: Shane Mann  
 Financials: Nahed Chowdhury  
 Analyst: Tashanna Egbochue  
 Features: Janet Murray (freelance)  
 Recruitment: Chardelle Mason  
 Contributors: Ian Pryce  
 Robin Landman  
 David Hughes  
*FE Week* mini-mascot

For an annual subscription to *FE Week* for just £75 visit [www.feweek.co.uk](http://www.feweek.co.uk) and click on 'subscribe' at the top of the page.

If you are interested in placing a product or job advert in a future edition please click on the 'advertise' link at the top of the page on [www.feweek.co.uk](http://www.feweek.co.uk) or contact:

E: [gemma.ryder@feweek.co.uk](mailto:gemma.ryder@feweek.co.uk)

T: 020 8123 4891

M: 0783 7769 411



Learning & Skills Events,  
 Consultancy and Training Ltd  
 161-165 Greenwich High Road  
 London SE10 8JA  
 T: 020 8123 4778  
 E: [news@feweek.co.uk](mailto:news@feweek.co.uk)

# Apprenticeship Vacancy system ‘under scrutiny’

**Nick Reinis**  
 @fenickr

Sanctions are being considered for providers who fail to advertise vacancies on the Apprenticeship Vacancy (AV) system, an e-mail seen by *FE Week* reveals.

From August 2010, providers were contractually required to use the AV system, managed by the National Apprenticeship Service (NAS), to advertise their own vacancies and also of those of any subcontractors.

The e-mail, sent to providers from representatives at the Skills Funding Agency, states the AV system is “under scrutiny” and that the Agency has been “asked to speak with providers with little or no usage statistics”.

It then shows a reminder to the provider of their own use of the system.

It adds: “NAS is undertaking an analysis and review of all providers, looking at Apprenticeship vacancy usage against ILR starts, in order to ascertain providers that are in breach of the Skills Funding Agency contract.

“Providers are also responsible for ensuring their subcontractor’s vacancies are posted on AV. Although this is yet not determined, NAS are considering a range of sanctions that might be used where providers are in breach of contract.”

Possible sanctions, according to the e-mail, include lack of growth to contract for adult skills and apprenticeship contracts.

They also include no employer leads being passed to providers from NAS, providers not being able to participate in marketing or publicity opportunities, and stopping ‘starts’ payments if a vacancy was not advertised through the AV system.

However, Sarah Benioff, director of quality at the NAS, denied that any current plans are in place for sanctions - but did not rule it out for

the future.

She said: “At the NAS’ request, Skills Funding Agency relationship teams have been in contact with providers and colleges to offer advice and support to those who are currently not using the AV system.

“Apprenticeship providers are contractually required to use the AV system to advertise their own vacancies and those of any subcontractors. Usage of the system is growing strongly and there are no plans to apply any sanctions for those not using the system.

“We will consider other measures as necessary in future.”

The AV system, say the NAS, is intended for all apprenticeship providers and employers to benefit from a “free and flexible recruitment website and a wide range of candidates, and for potential apprentices to access all current vacancies in one place.”

However, providers have given a mixed reaction to the system.

Paul Butler, business development director at Making Your Mark (LOTA), said that they solely use the AV system, with around 70 current vacancies listed.

He said: “We don’t have a problem using it. We found the site to be a good marketing tool. Going through agencies and local papers can cost a lot of money”

However, Mr Butler is unsure of the use of the site by other providers in Essex as around “one-third” of vacancies for the county are for Marking Your Mark.

A staff member at a different provider, who wished to remain anonymous, said: “I have had comments from employers that it is not detailed enough.

“It is a good tool, because it attracts candidates who are specifically looking for an apprenticeship, but because it is an online system they do not seem to know how to sell themselves as well via this method.”

## FE Week news in brief

### YPLA becomes EFA

The Young People’s Learning Agency (YPLA) will close next week, making way for the Education Funding Agency (EFA).

Peter Lauener, YPLA chief executive and who will become chief executive of the EFA, said: “In many ways our relationship with you will stay the same - we will continue to calculate allocations and make payments in the way that we always have done.

“Our aim is that the transition should be as smooth as possible, and that for many of you, the only change you notice is in our email addresses and telephone numbers.”

### Capital strike action

Colleges in the capital could face disruption after two teaching unions called for strike action over a pension dispute.

The University and College Union (UCU) has confirmed members in FE colleges in London will join with members of the National Union of Teachers (NUT) for a one day strike on Wednesday, March 27.

The strike is in protest against changes to the Teachers’ Pension Scheme (TPS), which the unions believe will see greater contributions from pension scheme members, in exchange for reduced benefits.

### Apprentice wage up

The government has increased the National Minimum Wage (NMW) rate for apprentices to £2.65.

It comes following recommendations by the independent Low Pay Commission’s (LPC) recommendations and will come into effect on October 1. However, the NMW rates for 16-17 year-olds and for 18-20-year-olds will remain the same.

Business secretary Vince Cable said: “I believe the recommendations...strike the right balance between pay and jobs, and have therefore accepted all the rate recommendations.”

# A Way forward for Apprenticeship durations

**Nick Reinis**  
 @fenickr

Recommendations on plans to introduce a minimum duration for 19+ apprenticeships have been passed by the National Apprenticeship Service (NAS) to the skills minister.

The news was revealed by David Way, now interim chief executive of NAS, in an exclusive interview with *FE Week* on his first day in his new role.

Mr Way, previously NAS’ chief operating officer, fills the void left by Simon Waugh, who announced in January that he would be leaving for personal reasons in March after three years at the head of the organisation.

Although he declined to say what the Service suggested to John Hayes MP in their recommendation, Mr Way gave an insight into the difficulties surrounding a set timeframe for apprenticeships for people who are aged over 19.

From August, the minimum duration for apprentices aged 16-18 is 12 months.

He said: “What we’re having to balance is that where a 16-18 may have little work experience, when you get to 19 and above, many of the people taking apprenticeships have got some learning which needs to be accredited.

“So how would you design an apprenticeship programme if you had a new learner? It’s very clear to me that that would take a fair amount of time.

“And what’s a fair amount of time? Well employers say it’s between one and four years.”

He also added: “You might say that we have these people who are very experienced.

“You reach a point where they may be very experienced and there may be some value in having that experience accredited, but it’s not an apprenticeship.”

However, Mr Way said a public consultation was not needed at this time, instead suggesting it would be better to “give the clarity and then talk about what the judgement looks like” in the future.

Mr Way also revealed that he expects to be in the role for around a year while the future of

the Skills Funding Agency is decided.

Mr Way said: “I’m delighted it’s not going to be just a few weeks and months. I’m certainly looking at it as a role that will go into the beginning of next year.

“It’s a long enough period to get stuck into it and take it into the next phase of apprenticeships.”

During which time, Mr Way said he hopes to build on the work to improve the quality of apprenticeships and issues around disability and equal opportunities.

“I think it’s an exciting period and a challenging period. There are lots of things going on.

“To highlight two of those; one is the work on employer ownership pilots with the UKCES, so it’s very interesting to see what innovations come up from there and I’m really keen that the standard of the apprenticeship offer doesn’t get left behind.

“Also, the apprenticeships hubs in the core cities to get lots of people engaging in apprenticeships there and generating lots of new ideas,” he said.

# Lessons to be learned following SFA data ‘episode’

**Nick Reinis**

@fenickr

An investigation into changes on FE Choices has found more than 2,500 data records were adjusted without public knowledge.

The Data Service, which is part of the Skills Funding Agency, has revealed that 2,639 changes were made to “unique values” in the Learner Satisfaction indicator of the performance comparison site after it went live on January 26.

As revealed by *FE Week* last month, FE Choices, formerly known as the Framework for Excellence, is under scrutiny for unannounced post-publication alterations.

Despite the changes, made to comparable data fields, neither the Agency nor the Service made a public announcement, which could leave them in breach of the Code of Practice for Official Statistics by the UK Statistics Authority.

The Code requires that prompt public announcements are made on errors which are discovered in statistical reports.

A statement, posted on the Service’s website,

read: “The revisions related to the data from the survey of learners.

“The Learner Satisfaction national, provider and organisation type aggregate scores were not affected, but supporting scores on the sub-scales were affected for some organisation types and providers.”

The data changes, according to the Service, included comparative data at organisational type and national level, which was changed to exclude zeros from the calculations. This caused a change in the minimum value and medians.

This change was to background data and no headline score was affected, say the Service.

Changes were also made to correct errors whereby the code for question 7 was wrongly referring to question 6 data (for the 19+, all levels category) and the code for comparative data for question 2 was referring to data from question 1.

The Agency initially said the post-publication changes were made on January 30, but they now say the adjustments took place on February 6.

An Agency spokesperson said: “At the time of the initial message being uploaded onto the

FE Choices website it appeared that a change had occurred on January 30 as this was the date stamp on the file which contained the changed data.

“The investigation has shown that the changed file was uploaded to the FE Choices website on 6 February.

“All data on the website from February 7 is accurate and correct.”

The changes, according to the Service, represent 0.7 per cent of the 371,987 total unique values. However, a closer look shows that 205 unique values for “Organisation Type detailed scores” were changed - some 12.7 per cent of the 1,620 total values. Meanwhile, 30 of the 405 unique values for “National detailed scores” were changed, equating to 7.4 per cent.

The Skills Funding Agency said they have “a duty to let users know as soon as possible” about what changes were made.

A statement released by the Agency said: “The Skills Funding Agency has published information on what changes were made to the data on FE Choices, in compliance with statistical protocols.

“The investigation process is ongoing and a full report will be published in due course.”

The Agency also said it is identifying lessons to learn from the episode.

“The Skills Funding Agency and the Data Service continue to abide by the Code of Practice for Official Statistics and have taken swift action to conduct a thorough investigation.

“The Agency and the Service are identifying lessons to learn and steps to take to ensure that there is no recurrence by reinforcing practice, quality management and testing procedures,” the statement said.

As well as the investigation by the Agency, the Department for Business, Innovation and Skills, under a request by the FE and skills minister, John Hayes MP, and the UK Statistics Authority have launched their own inquiries.

As well as the Learner Satisfaction changes, data has been revised for one provider’s Employer Satisfaction indicator.

The Service said: “The challenge is isolated to one provider and does not raise concern on other providers data or other performance indicators.”

## Calls for Ofsted to grade IAG

**Nick Reinis**

@fenickr

FE provider membership bodies are calling on Ofsted to take a greater look at the information, advice and guidance given out at schools.

The Association of Colleges (AoC) believes the education regulator should grade the advice handed out to school students, while Association of Employment and Learning Providers (AELP) has urged Ofsted to make it a top framework priority. Since the announcement of changes to the careers system, fears have been raised that students in schools will be “signposted” to an online resource, such as the government’s own National Careers Service (NCS) website, which launches next month.

However, the government has confirmed that from September, schools in England will be required by law to access independent careers advice from an external provider, in addition to any service a school itself provides.

Young people who want face-to-face advice from an outside specialist careers service will be entitled to receive this form of support to help them make an informed choice.

Joy Mercer, director of policy at the Association of Colleges (AoC), was encouraged by comments of Ofsted Chief Inspector Michael Wilshaw, who told the Education Select Committee in February that inspectors would comment on the effectiveness of careers guidance in their reports.

She said: “Young people’s access to appropriate information, advice and guidance is essential for economic improvement and reducing youth unemployment.

“However, as well as commentary, we would like to see this provision graded - because it is only then that schools will give the emphasis to all the opportunities available for young people.

“Without grading, parents may find a comment in the inspection report difficult to locate.”

She added: “It is important to note that this is

not a school versus college issue.

“This is about young people being able to make the right choices at the right time based on the best information.

“This would go a long way to help the economy, reduce unemployment, and allow young people to find the career paths that are best suited to them.”

AELP believes that the new obligations will help to raise awareness of apprenticeships among young people at a time when the government is looking to increase the take-up of the programme under the Youth Contract.

Graham Hoyle, AELP’s chief executive, said: “The government’s announcement is excellent news for young people who need advice in the current economic climate that will make a real difference to their prospects rather than just ‘park’ them in the system.

“Schools will need to be made aware of their statutory obligations and as MPs and peers from all parties have repeatedly made clear in Parliamentary debates on the matter, they will need to comply.

“In our view, this requires inspectors from Ofsted to check on school visits that necessary arrangements are in place for students to access impartial advice from an external service. We hope that Ofsted will regard this as a priority under its new framework.”

A spokesperson for Ofsted said they will continue to look at effectiveness of the advice and guidance given at school.

However, the spokesperson also said Ofsted “does not regulate how schools provide guidance to pupils” and that the accountability for meeting the school’s statutory responsibilities lies with the governing body of the school.

“Ofsted believes high quality independent information, advice and guidance in schools is crucial and evaluates the quality of it when conducting their inspections.

“It does provide information and advice for schools and policy makers in the form of survey reports,” said the spokesperson.



**T R I B A L**

**NEWLY FUNDED QUALIFICATION**

**NCFE L3 Certificate in End of Life Care**

We would like to make you aware that the SFA have agreed to temporarily fund this extremely important qualification

Learning aim ref: 50101171  
141 GLH  
Indicative course duration: 16 weeks

**Quote ‘FE Week’ to purchase these NCFE-endorsed student learning materials at a special price of £55 per pack for FE Week readers (publish price £68 per pack) on orders received before 31 May**

What’s more, for customers using our resources, we will train your staff to deliver this qualification free of charge.

Need a partner to deliver this programme on your behalf? We’d be delighted to talk to you about using our own team of experienced assessors and verifiers to help meet the considerable demand for this and other fundable qualifications.

**For more information, call us on 01904 550110 or email publishing@tribalgroup.com**

**www.tribalgroup.com**



*FE Week opinion*

# Subway apprenticeships give food for thought

**Subway has started offering intermediate apprenticeship places across a small number of stores in areas such as Tyne and Wear, Devon and Dorset. Nick Summers, reporter at FE Week and a former employee of Subway, gives his view on the new scheme.**

Last week the National Apprenticeship Service (NAS) were tweeting about a number of Subway stores offering prospective employees a level 2 qualification in customer service through various training providers including Lifeskills Centres Ltd and Gateshead Mbc Training Section.

The majority of the 18 openings currently being advertised on the (NAS) vacancy website are being delivered by First4Skills, “one of the UK’s biggest training providers.”

The mandatory units of their level 2 certificate, which will be delivered over a 12 month period, are to be able to communicate using ‘customer service language’ and to be

able to ‘follow the rules to deliver customer service’.

Optional units of the apprenticeship qualification include maintaining a ‘positive and customer-friendly attitude’, dealing with customers face-to-face and resolving customer service problems.

These are all elements of basic training which will occur on the job anyway. I can say this with absolute confidence because I worked for the company almost every weekend during my studies in further education.

During my employment at Subway I learned a lot about being polite and professional in front of customers, handling customer complaints and working as part of a team.

Direction from senior staff was minimal, instead focusing on the technical skills needed to operate the various machinery both out front and in the preparation/stock area.

Very few of the unit headings in the level 2 certificate delivered by First4Skills require any technical ability whatsoever, and even less require a level of customer service which isn’t

naturally picked up by the employee in the first few weeks.

It’s telling when the unit guide on the First4Skills website says the qualification is most suitable for customer advisers, contact centre operators and hotel receptionists.

The elaborately coined ‘sandwich artist’ job title used by Subway doesn’t even come close to making the list.

When questioned about the training delivered at Subway, a spokesperson for First4Skills told *FE Week*: “It is our policy not to disclose information about any of our clients without their explicit agreement and therefore we do not enter into discussions with any third party as a result.”

The vacancy specification on the National Apprenticeship Service (NAS) website says the apprentice will be paid £104 for working 40 hours each week.

The pay is in accordance with what was the national minimum wage for apprentices at £2.60 per hour, although the government announced an increase to £2.65 last week.

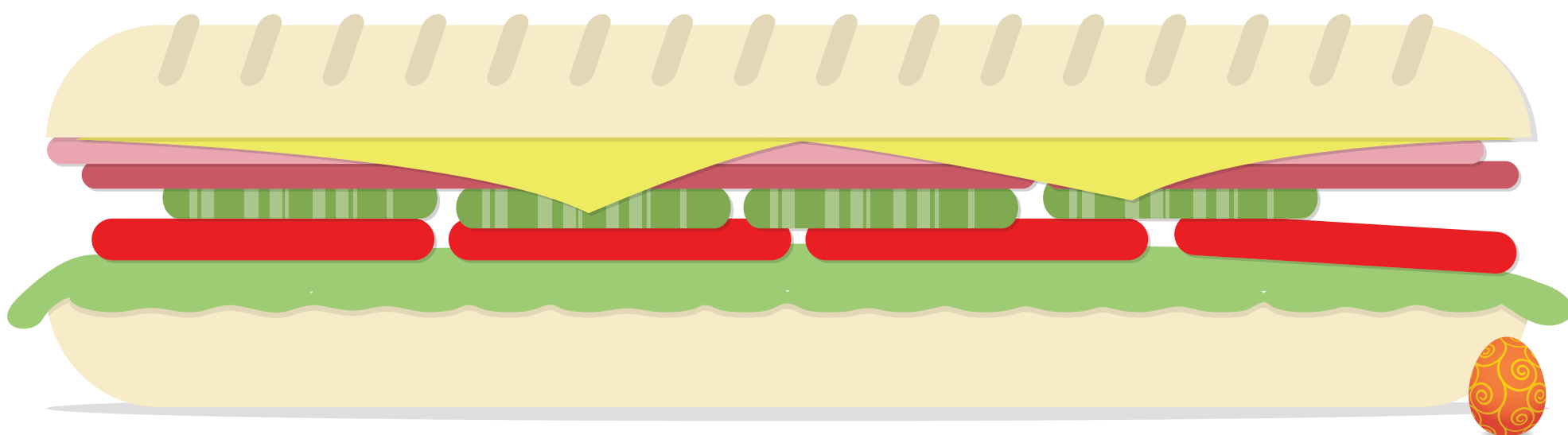
The rate is significantly lower than the minimum wage for adults, which increased by 11p to £6.19 an hour last week, as well as the rate for 16-17 year-olds and 18-20 year-olds, which stayed at £3.68 and £4.98 respectively.

My fear is that individual Subway stores are being sold the apprenticeship programme as a vehicle to employing a new member of staff on a fraction of the usual salary.

When questioned, a Subway spokesperson told *FE Week*: “Subway stores do not operate a nationally accredited apprenticeship scheme however individual stores or franchises may have pursued their own scheme; any comment is entirely a matter for them.”

There is some hope, however. One of the vacancies advertised on the NAS website is an NVQ Level 2 in food and beverage counter service, which has been “tailored to Subway” by the training provider Lifetime Health & Fitness Ltd.

The apprenticeship wage is still £2.60 an hour, but it at least offers training somewhat relevant to the profession.



## Lettuce eat for free says AoC e-petition

**Nick Reinis**

*@fenickr*

Equality between FE and schools has been a prominent aspect of the sector for many years - and a new battlefield has been drawn.

No Free Lunch? is a campaign being launched by the Association of Colleges (AoC) to address one of the sector’s key issues.

As it stands, the 16-18-year-olds from a disadvantaged background who study in school sixth forms receive free meals at lunchtimes - but if they were to choose to study at a FE college or a sixth form college, this benefit would not be available.

This, according to the AoC, who say eligibility for free meals should be based on need, not on where you choose to study, is “clearly unfair” and must change.

In putting together their campaign, the AoC has found that 103,000 students are missing out on a free lunch each year - equating to 20 million lunches a year.

The AoC also found that there are three times as many students at colleges eligible for a free meal than at maintained school sixth forms, while colleges educate nearly double the number of 16-18 year olds compared to maintained school sixth forms.

Pirandeep Dhillon, public affairs officer at the AoC, said: “The aim of the campaign is for government to make a commitment to extend the provision for free meals to college students.”

She went on to add: “One of the reasons is the fundamental inequality of the current system.

“There are more students that are from a disadvantaged background who are learning in colleges than in a school sixth form; we estimate that there are 103,000 students who are currently missing out on free meals.

“Because of the loss of the EMA, rising cost of travel and rising cost of food, students are being hit harder.”

An important aspect of the campaign will



be the cost of extending the provision to FE colleges and sixth forms.

Although it does not include the administration and capital costs, the AoC believe the investment needed to fund the provision is in the region of £38 million - a figure described as a “relatively small sum” by Mrs Dhillon.

However, the AoC believe that by extending the right to free meals for college students aged 16-18 it would encourage participation of this age group in education and training.

This is key, Mrs Dhillon adds, as the government seeks 100 per cent participation.

Although the campaign is currently in its infancy, it has already achieved some initial

success.

In just two weeks, an e-petition has attracted more than 1,200 signatures, while the AoC’s special twitter account (@AoC\_Campaigns) is gathering pace.

The AoC also already has the support of its member colleges, with 79 per cent who responded to a survey in September agreeing that free meals in colleges for 16-18 year olds would encourage participation.

Over the coming weeks, the Association will be putting together case studies of hard up students who could benefit from free meals, while campaigners will also be urged to lobby their local MPs to join in the campaign.

Mrs Dhillon also added: “We’ll also look at demographic trends; are there particular regions which are more affected than others?”

Follow the campaign by via the twitter feed @AoC\_Campaigns or by using #nofreelunch

To sign the petition, visit <http://epetitions.direct.gov.uk/petitions/31069>



## FE Week profile

## Lawrence Vincent ~ his story

Nick Reinis

@fenickr

The Principal of Bournemouth and Poole College talks to *FE Week*

“I didn’t think I’d ever be a principal,” says Lawrence Vincent, who has been principal of Bournemouth and Poole College for the past four years, before adding: “I wasn’t a career academic.”

Although the sentiment is often banded around, with Vincent, a man who openly admits that he is happier away from of the spotlight, you get the impression he really means it.

But here we are, in the 51-year-old’s impeccably tidy - but modest - office where we find each other discussing his life’s work.

So how did it happen? How does a man who has the impressive and intriguing CV which includes a fleeting career in the music industry and work to help rehabilitate offenders in the USA become a principal?

It began for Vincent in Leeds, a city he is proud to say he is “born and bred” in, but one which he was keen to leave - and move away from quickly. “It was a hard city. I left Leeds as soon as I could,” he says.

Vincent attended Sherburne High School, but “didn’t enjoy” his time there, insisting that he “did okay and moved on” after his exams.

Despite disliking growing up in the city, Vincent still today holds a high affection for his beloved Leeds United.

Heading away from the city in the late 1970s, Vincent moved down to London where he studied humanities at Greenwich University.

“I enjoyed London a lot,” he says, adding: “I was pleased to be away from The North and doing something different.”

And it was while living in the capital that Vincent was able to develop one of his main passions in life; music.

Working at record store, HMV, he immersed himself in the New Wave movement and started promoting and managing young bands.

Although none went on to become huge stars, it was a time of his life that you sense he thoroughly enjoyed.

“It was interesting. I enjoy going to see bands play live. It’s a big part of my life,” he adds with a smile.

However, it was then that Vincent’s move into education began.

While working at a community radio station he became involved in “social issues and social problems” and shortly after he started as a youth worker in Thamesmead - an area which at the time suffered heavily in the recession.

“Through that, I started to get philosophical at people who weren’t achieving, rather than at those who were, and that defined my interest in teaching and in education,” he explains.

However, it was then that the opportunity came up to work in juvenile correction systems in Boston, Massachusetts.

Although he knew it would be a challenge, he insists - as a man in his late 20s - it was something that he had to do.

“I was teaching English to kids who were mostly Hispanic. We had a lot of challenges. When people say the kids are difficult here, the benchmark I had was completely different,” he says.

Despite the many challenges, it was a part of his life which he talks about with great affection and thoughtful reflection.

He says: “America seemed like ‘the promised land’ so if you had the opportunity to go there, you would take it.

“Living there in your late 20s is a fantastic experience. It felt different to here. It felt a bit more exciting and rewarding.”

However, by the late 90s, he moved back to England after taking a job teaching at South Thames College.

“I didn’t find it easy to adapt in America; I missed London. I find London is full of good ideas for colleges,” he says.

As well as those ideas, Vincent brought back across the pond his own new ideas for how he could develop the sector.

“When I was in America, I was attached to a community college, so I brought back a real belief that colleges in the UK should become more involved in local communities and I’ve held that ever since.

“I fell in love with the college sector. They are fantastic, vibrant, interesting places,” he says.

“We take public money and have fantastic resources so we should be more generous with our time, space and expertise”

However, ambition soon took over from the love affair with London in his heart when the opportunity came up to become the new head of department for social and community studies at Bournemouth and Poole College.

He would then swiftly become the college’s vice-principal and then - four years ago - he was named its principal.

“I was always feeling I could do the job of my line manager,” he says, before adding: “But this is enough for me; I have no great ambitions after this.”

Vincent then jokes about his desire to own a jazz club, but admits it is more of a pipedream than a realistic option.

And it is then that we move onto discussing his three children.

He tells me that eldest daughter Jordan is



Picture by Nick Reinis

studying business management at nearby Bournemouth University, while his son Kit is studying music at his father’s college, before heading off to Sussex University next year, and his youngest daughter Mya is working hard towards her GCSEs next month.

Like-father-like-son, Kit is also in an up-and-coming band - he is the drummer for Kinnie the Explorer (Keen musician and *FE Week* head designer Dan Duke has played on the same bill as Kit’s band and gives them a top report). Vincent urges me to check them out as soon as I can when I get home.

But how does he balance the rigour of being a principal, with seeing his family, as well as finding time for his hobbies?

“The job of a principal is demanding and all engulfing, so you have to create an offer for this, and your time with your family, but you have to work at it,” he says, particularly when “there’s never been a harder time to run a college”.

He adds: “Expectations are increasing and changing.

“The way in which we have to be measured is changing and it will have a significant impact on us.”

He adds: “It’s a challenge to implement the recommendations of the Wolf Report, but I’m a devotee of Wolf.”

And what about the new college freedoms handed down from government? Vincent believes that it is the colleges who can “make

sense” of them which will be the ones to “flourish” with them.

However, he does not think deregulation will lead to privatisation of colleges - as has been suggested in some quarters. “We need businesses to work with us, not control us,” he says.

Vincent is also delighted that his college is the first to sign up to the NCFE and Reed employability partnership.

“There’s a theme I’m developing here and that’s resilience.

“Colleges will have to be more resilient and we have to train students to become more resilient,” he adds.

But, what about the future for colleges?

Although he praises existing community work, including the ideas within the report released in November by Baroness Sharp, the chair of the Independent Commission on Colleges in their Communities, alongside NIACE and the 157 Group, Vincent says: “I think that we can go further.

“We take public money and have fantastic resources so we should be more generous with our time, space and expertise.

“We are developing enrolment, so local people use the facilities but don’t enrol on courses.

“So that’s like using our libraries and IT. We’ve even had elderly people who come in for hot meals. People say it’s not easy, but it is.”



## FE Week Experts

# Staff pay should be left to the college to decide



I am a big fan of the AoC and have always believed a mature sector must have a pan-college body to argue on its behalf. However, I have always opposed the idea that such a body should even recommend, let alone tell me, how much I should pay my staff.

Independence is a cornerstone of college success, independence means being accountable for how you treat your staff.

**“In a typical year, two per cent of staff might be graded 4 and receive no pay award”**

Even the hint that the Chancellor might dismantle national pay rates has drawn both outrage and triumphal applause depending on your point of view. Both are inappropriate.

National versus local pay setting is a complex question and worthy of serious debate, mainly because we know it will change behaviours in ways that are hard to predict.

There are some philosophical arguments put against national pay. Shouldn't the taxpayer expect the state to spend the minimum it can to get a job done?

If so, why should the taxpayer pay over the local market rate? If you believe in decentralisation shouldn't that include pay autonomy?

If you want us to look more like John Lewis surely that means organisations agreeing

their own pay levels? If we have to compete with private providers not constrained in this way isn't that unfair on good schools, colleges and hospitals who might lose out as a result and end up employing fewer people?

The economic arguments are usually couched in terms of the disparity to local market rates. For example, if an employer is constrained by national rates it can live within a given grant only by employing fewer people or a less high-powered structure. Pay freedom might enable a more effective mix.

Similarly, it is economically rational for the brightest people in a low pay area to opt for their local public sector or move south to the private sector; in both cases diminishing the local private sector by starving it of that talent.

**“The freedom to determine our own pay and conditions is seen as a key source of competitive advantage”**

On the other hand if it led to lower public sector incomes in depressed areas it could make things worse by reducing consumption.

For fourteen years now, Bedford College has operated pay awards based on manager assessment (based broadly, but not slavishly, on personal objectives). Staff are graded 1-4, like Ofsted descriptors, and pay awards are different for each grade.

In a typical year, two per cent of staff might be graded 4 and receive no pay award. For staff overall though our average pay award has exceeded the AoC recommendation every year, and we believe in many years has been the highest in the sector.

Our pay scales exceed the equivalent school teaching scales, and overall staff numbers have risen from 250 to 750 over that period.

The freedom to determine our own pay and conditions is seen as a key source of competitive advantage. If we were faced with a choice to move back to national pay setting our Corporation would therefore vote against.

It is understandable that many public sector bodies feel uneasy or hostile to a change, but let's at least have a full and open debate that acknowledges the benefits and drawbacks of such a change.

*Ian Pryce, principal of Bedford College*

# Government must do more to tackle diversity problems



Recent evidence that unemployment rates among black 16 to 24-year-old men available for work have risen to 56 per cent - double what it was three years ago - is appalling news. But even worse is the growing evidence that the government is falling short in its efforts to tackle the root causes and direct attention where it is due.

Everything is now focused on two big ideas - Apprenticeships and the Work Programme. We in the Network for Black Professionals invested much time, resources and energy in helping government shape the two-year Diversity in Apprenticeship pilot programme that ends this July. But after a steady rise in BME participation in such programmes, it now appears to be faltering.

Government plans to cut apprenticeship funding rates by two per cent next year for 16 to 18-year-olds, while leaving the adult apprenticeship funding rates unchanged, will only make it harder to tackle diversity problems.

When the disastrous ONS unemployment statistics were announced, officials at the Department for Work and Pensions were quick to defend their performance. Every effort was being made to give all young people the right skills and experience to match them to vacancies, a DWP spokesperson insisted.

“This includes the Work Programme, which assesses people as individuals to discover what barriers are preventing them from getting a job and will then work with them overcome these problems. We are also spending £1bn over the next three years to help young jobseekers by creating around half a million opportunities through work experience and apprenticeships.”

Is the programme really focused on the specialist support learners from BME backgrounds need to address their specific issues and to move employment?

The lack of referrals to the NBP for exactly this type of support would suggest not. Nor are adequate steps being taken to deal with factors that deter young BME adults from apprenticeships.

There are many questions. For example, how many of the opportunities cited by DWP will those from a BME background be able to take-up? Was the increased intake in BME apprenticeships due to the focus from the Diversity pilots or what? And when they end in July, will the early increases we saw continue?

We will have to wait until the summer for detailed analysis and figures on the impact of the Diversity in Apprenticeship pilots. But it is already telling that the record black unemployment rates are among precisely that group at whom the pilot initiative was aimed. What does this say about the apprenticeships?

First, it is clear by the government's own admission that the big push on apprenticeships included too many questionable training schemes under this label.

Second, as the IPPR report, Rethinking Apprenticeships, and FE Week's detailed analyses have shown, resources were targeted at the wrong age group, with investment in training for adults already in work, at the expense of young people in desperate need.

And, as the IPPR report shows, while BME communities account for 14 per cent of the 18-24 age group in the overall population, they account for less than eight per cent of apprenticeship places.

Third, it is still not clear what apprenticeships are for - are they to raise skills levels or solve the unemployment problem? Hopefully both but, whichever, we know that young people from BME backgrounds are being given particularly short measures.

We in the NBP will continue to support whatever initiatives are necessary to address diversity. Our proven track record over the decade in tackling BME under-representation in college leadership is now reaching out to all education sectors and the wider public services.

We have secured contracts to reduce re-offending through mentoring for offenders, assisting ex-offenders back into education and training, and the partnership's impact on the Diversity in Apprenticeships programme was acknowledged by politicians in all parties.

But we need coherent apprenticeship and employment policies built in sustained investment not false economies, targeted at the most vulnerable groups.

*Robin Landman OBE, chief executive of the Network for Black Professionals*



## FE Week Experts

## On the move again to promote adult literacy?



**H**ow do we listen to people who have quiet voices?

As public funding of adult skills gets tighter and tighter there is a strong argument for making sure it gets spent both on the highest priorities and with positive impact. Rather than dictating what those priorities should be, the current policy is to make the 'system' respond to learner and employer demands. This is the driver for the UKCES employer ownership pilots which provide an opportunity for employers to have their needs met in the ways that help support them best.

It is also underpins the thinking behind many other developments, including the launch of the National Careers Service, FE Loans, freedoms and flexibilities for colleges and providers and the cutting of red tape. This Government has set out its stall: it wants empowered learners to drive the learning and skills which get delivered.

In a country (and a world) where power, resources and outcomes are all very unequal, we need to be wary that this vision for empowered learners does not simply result in those with the loudest voice scooping up the entire adult learning budget. It is not enough for learning to be funded which meets the needs of those already engaged and ignores those who could and need to benefit.

There are lots of scary statistics around; for instance, our Inquiry last year cited the Survey which found that 5.2 million adults of working age lack the literacy skills to enable them to function effectively in modern society (Work, Society and Lifelong Literacy, NIACE Inquiry Report, 2011). Only last week the BMJ published research that showed that poor literacy skills can mean you won't live as long as you should.

Headlines like these can put more fear into

people who are already anxious enough. So how do you reach people without scaring them? You don't teach kids to read by frightening them.

The media has a significant role to play here.

On the Move, a television show made by the BBC in 1976, which I watched as a (very young) schoolboy, was aimed at adults with literacy problems. Written by Barry Took and starring Bob Hoskins (before he was famous) as a removal man, it had a massive impact, resulting in a surge in demand for adult education.

NIACE was involved then and has been again this last six months advising the BBC as it launches a new series of BBC Daytime dramas 'Secrets and Words' exploring adult literacy.

The five dramas start on Monday (26th March), running every day next week at 2.15 – 3.00pm on BBC1. To back this up, we have also been supporting a complete revamp of materials and resources on the Skillswise website to help teachers.

This is important work, reaching people who may not have the confidence, the information

or the wherewithal to access the learning which could make such a difference to their lives. This partnership with the BBC and other work such as Adult Learners' Week do make an impact, providing the impetus for some people to go to the local college, adult learning centre or library. Others will call the helpline which directs them to Next Step. Will they get the advice and support they need to progress? Will there be learning opportunities to meet their needs? Will the system meet their demands? Is the system fully prepared for empowered learners?

I sincerely hope that the system is ready for all learners and there is lots of evidence that people working in adult and further education want to deliver in ways which address equality issues.

But reaching out, designing learning which meets diverse needs and doing the extra work to support success is a tough call when resources are getting tighter. We all need to remain vigilant to make sure that even those people with the least powerful voices are listened to and their needs met. That would be real equality and empowerment.

*David Hughes, chief executive of the National Institute of Adult Continuing Education*



## CAMBRIDGE TECs ARE HERE

- Business
- IT
- Health and Social Care

Come to one of our FREE events to find out more.  
To book visit [www.ocreventbooker.org.uk](http://www.ocreventbooker.org.uk) and  
enter code OCTC1

Accredited



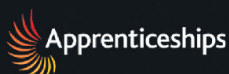


# FE Week gets technical

The Apprenticeship Grant for Employers (AGE) of 16- to 24-year-olds goes live on the 1st April 2012. The National Apprenticeship Service (NAS) has said in the Skills Funding Agency Update 100: "We are pleased to confirm the Claims and Payment arrangements for AGE 16 to 24. The AGE 16 to 24 Provider Claims and Data Submission Guidance document and example AGE 16 to 24 Employer Agreement Form will both be sent to providers electronically alongside the contract variation to include an AGE 16 to 24 Appendix to your main Skills Funding Agency contract."

For further information or related queries, please refer to the AGE 16 to 24 section of the Apprenticeships website <http://www.apprenticeships.org.uk/Partners/Policy/AGE-1624.aspx> or your usual Agency contact.

## AGE 16 to 24 – Provider Update Overview



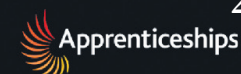
1

- In November 2011 the Government announced the Youth Contract - a **£1 billion** package of support to encourage small & medium sized businesses to employ young people
- The National Apprenticeship Service will provide up to **40,000** Apprenticeship grants (**AGE 16 to 24**) of **£1,500** to organisations employing less than 250 employees recruiting their first 16 to 24 year old apprentices
- Our priority is to support those employers **NEW** to Apprenticeships
- **AGE 16 to 24** aims to support those priority sectors that will give the greatest return to the economy

| AGE 16 to 24 – Provider Update

National Apprenticeship Service

## AGE 16 to 24 – Provider Update Eligibility



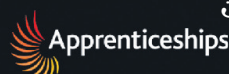
2

- Our aim is to support **employers** new to Apprenticeship delivery to offer **NEW jobs** in support of young people
- At least 20,000 grants to small employers (under 50)
- The remaining 20,000 grants to small (under 50) or medium (under 250) employers
- The employer must recruit a 16 to 24 year old who is living in England and not in full-time education
- The employer must be **NEW** to Apprenticeships (not eligible if started an apprentice since April 2009)

| AGE 16 to 24 – Provider Update

National Apprenticeship Service

## AGE 16 to 24 – Provider Update Eligibility



3

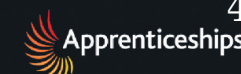
### What's more:

- Wherever possible we expect the **NEW** Apprenticeship job to be advertised on **Apprenticeship vacancies**
- Part-time 16 to 24 year old employees that move into a **NEW** full-time Apprenticeship job could be eligible for the grant
- Public sector employers (with less than 250 employees) **NEW** to Apprenticeships can be supported
- NAS will support up to 3 eligible apprentices per **NEW** employer (subject to affordability and the employers commitment to the total number of apprentices they wish to take on at the agreement stage)

| AGE 16 to 24 – Provider Update

National Apprenticeship Service

## AGE 16 to 24 – Provider Update Eligibility



4

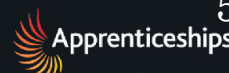
### But:

- Existing employees starting an Apprenticeship programme will **NOT** be supported
- An employer drawing down funds through the DWP's Youth Contract incentive to support their Work Programme is **NOT** eligible to claim support through **AGE 16 to 24**
- An employer who would of recruited an apprentice without a grant is **NOT** eligible

| AGE 16 to 24 – Provider Update

National Apprenticeship Service

## AGE 16 to 24 – Provider Update Eligibility



5

- **Providers will need to ensure employers are eligible under the terms of the grant and work with them to understand their commitment when applying**
- **Employers will sign an agreement which will include:**
  - Confirmation of the number of apprentices they will be taking on as a result of the grant (max of 3)
  - Confirmation that they wouldn't have taken the apprentice on without this additional grant
  - A commitment to employ the apprentice for a minimum of 12 months or the time it takes to complete the Apprenticeship framework, whichever is the greater

| AGE 16 to 24 – Provider Update

National Apprenticeship Service

## AGE 16 to 24 – Provider Update Eligibility



6

### Cont:

- Agreement to pay the Apprenticeship National Minimum wage of £2.60 per hour – although most apprentices receive more than this
- Confirmation that they have not taken on an apprentice in the previous three years\*
- State Aid rules apply

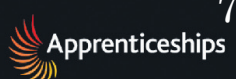
\* Not eligible if the employer employs an apprentice with an Individual Learning Record (ILR) start date of April 2009 or after.

| AGE 16 to 24 – Provider Update

National Apprenticeship Service



## AGE 16 to 24 – Provider Update Funding



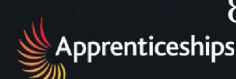
7

- **AGE 16 to 24 is available NOW!**
- Eligible employers employing a new apprentice from 1 February 2012 can apply for the grant
- Funding will be available from **1 April 2012** until **31 March 2013** for eligible employers
- The **£1,500** grant is payable in **two** instalments of £750
  - the first on completion of **week 8**; and
  - the second on completion of **month 12**
- The grant is in addition to the training costs and is exempt from VAT

| AGE 16 to 24 – Provider Update

National Apprenticeship Service

## AGE 16 to 24 – Provider Update Funding



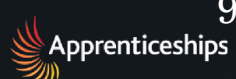
8

- Should the apprentice leave or be dismissed a proportion of the grant will be withheld:
  - If the apprentice leaves/dismissed between weeks 1 to 8 the employer will not receive the first payment
  - But, if at week 8 another eligible 16 to 24 year old apprentice is recruited within 4 weeks of the dismissal/leave date the grant will not be withheld
  - If the apprentice leaves/dismissed before month 12 the employer will not receive the second payment of £750
- Providers will be expected to manage the grant with the employer at the levels described above

| AGE 16 to 24 – Provider Update

National Apprenticeship Service

## AGE 16 to 24 – Provider Update Funding



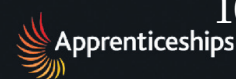
9

- NAS will manage **AGE 16 to 24** and will work with the Skills Funding Agency, who will administer the funds
- Payments will be made monthly through the Agency on behalf of NAS to college and training providers
- Providers will **NOT** be paid a fee to administer **AGE 16 to 24** but will benefit from additional starts and 'easier' employer engagement
- Funds will be allocated on a 'first come, first served' basis
- Providers will be expected to submit pipeline information to the Agency/NAS to manage demand

| AGE 16 to 24 – Provider Update

National Apprenticeship Service

## AGE 16 to 24 – Provider Update Payment process



10

**The payment process for training providers is managed by the Skills Funding Agency**

**The provider:**

- Identifies an eligible employer wishing to recruit a new 16 to 24 apprentice
- Verifies the employer's eligibility and retains the signed Employer Declaration Document
- Assists the employer in the recruitment of a suitable candidate, which in most cases will be through Apprenticeship vacancies

| AGE 16 to 24 – Provider Update

National Apprenticeship Service

## AGE 16 to 24 – Provider Update Payment Process



11

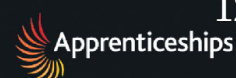
**Cont. The provider:**

- Claims the £1,500 once the Contract of Employment and ILR is signed by the employer
- Makes the claim to Skills Funding Agency using the defined claims process, by a specified monthly deadline
- Provides details of any expected claims they expect to submit on behalf of employers they are in discussion with (pipeline information)

| AGE 16 to 24 – Provider Update

National Apprenticeship Service

## AGE 16 to 24 – Provider Update Payment Process



12

**Cont.**

- Ensures the correct **AGE 16 to 24** identifier codes are used to 'flag' these Apprenticeships both in Av (tick 'Wage incentive') and on the ILR (enter FAM code 132)
- The Skills Funding Agency will process and pay all eligible claims by that month's deadline
- The provider pays £750 to the employer on completion of week 8 after the ILR start date and £750 on completion of month 12 from ILR start date

Note: the £1,500 is a grant and is exempt of VAT

| AGE 16 to 24 – Provider Update

National Apprenticeship Service



# FE Week campus round-up

## Duke of York marches up to Newcastle-under-Lyme College for right royal visit



Newcastle-under-Lyme College (NULC) was given the Royal seal of approval when His Royal Highness the Duke of York paid a visit.

The Duke visited to help promote the work of colleges in providing apprenticeships, work-based learning and business skills development.

After meeting local dignitaries, His Royal Highness was given a tour of the college by NULC principal and chief executive Karen Dobson, accompanied by the Lord-Lieutenant of Staffordshire, Sir James Hawley.

He told students he hoped the college

could help inspire them to “be more than you think you can be”. The Duke of York added: “I can assure all of you young people that you have a great deal more potential than you probably realise or understand.

“Over the last 10 years I’ve been doing a huge amount for British business and I will continue to do so, because I believe in it, and I also believe you young people are the future of it.”

Mrs Dobson said: “I’m very pleased that the Duke’s visit has shone a spotlight on the work that we are not necessarily well known for, in terms of our work for employers with apprenticeships and skills training.”

## Redbridge College student scores award



A student who volunteered to coach Redbridge College’s basketball team alongside his full-time studies has been presented with a Jack Petchey Award for dedication and hard work.

Eighteen-year-old Chinua Prescod gives up his time to coach the team twice per week and attends every match to offer technical and tactical guidance from the sidelines.

He said: “This year was the first time the college had ever had a team but we didn’t have a coach.

“At the first training session I got the team doing some drills and everything just progressed from there.

“I realised I was enjoying coaching so decided to stay on as coach rather than play.”

As the season has continued, Chinua has given up more of his own time to introduce a second weekly training session and attend referee and coaching courses.

In addition, he studies a full-time course, BTEC Level 2 Diploma in Applied Science.

Chinua adds: “The courses I attended have taught me a lot of technical things about the sport and I have passed the knowledge I have gained on to the team.

“The teachers at the college have given me a lot of help and support, and I couldn’t have juggled everything without them.”



## Professional race teams visit Dearne Valley College to launch motorsports programme

Dearne Valley College (DVC) is launching a new motorsports programme.

The launch event, which took place on Thursday, welcomed a number of professional race teams and associations showcasing their vehicles such as; ‘Team Honeywell’ UK Uniroyal Fun Cup Winners, Max Lees Locost Championship Driver, the Motor Sport Association, Sheffield and Hallamshire Motor Club and Dukeries Rally.

New for September 2012, the Wath-

based college is offering the new exciting programme that will look at the skills needed to compete in the world of motorsport.

Jon Barker, DVC programme area manager for engineering and technology, said: “This exciting new programme is ideal for any young person wanting to pursue a career in the motor industry.

“The practical skills gained will be put to good use with the sprint car project which is a first for the college.”

## Blackburn College hosts major collision



Students at a Blackburn College were given the opportunity to put the theory into practice during a mock-up of a major traffic collision.

FMG Support, the UK’s leading vehicle recovery resource, and the Highways Agency, hosted a Major Incident Day to provide the emergency services with a live practice of their emergency plans.

More than 40 Blackburn College students were invited to get involved as casualties and people trapped in the wreckage, complete with fake blood and injuries, as well as act as witnesses and members of the media.

Katie Rigby, Level 3 extended diploma in public services, said: “It was such an amazing experience.”

Darren Leen, from the Highways Agency and former Blackburn College Public Services tutor, added: “There is nothing of this scale and size in operation like this so it’s a unique exercise for the students and the spectators.”



## Praise for Havering College designers

Up-and-coming artists from Havering College of Further and Higher Education received the ultimate accolade from one of the top interior designers in the world.

Martyn Lawrence-Bullard, a multiple award winning designer with A-list celebrity clients, has praised the talents of four students on the BA Fine Arts degree course. Los Angeles-based Bullard visited the college in Hornchurch, Essex, as part of a filming project.

He toured the college’s £6 million centre dedicated to the study of the creative arts and looked at the work of students on the BA Fine Arts degree course.

He said: “It is a joy to come to Havering College and see all this great creative talent.

“There is a fantastic style of work here. You can see that everyone has a great painterly essence. You can see they have studied the classics to move forwards.”

Painting and decorating students Sam Lucas (19), from Chigwell, Glenn Cooper (18), from South Ockendon and Brentwood resident Christian Davy (24), worked alongside a professional team to make Bullard’s creative vision for the apartment a reality.



## Pheasants meet their namesake at Sparsholt College Animal Management Centre

Sparsholt College Animal Management Centre has played host to a rather unusual re-union.

Amongst the college's Pheasantry, the Himalayan Monal or Impeyan Monal Pheasants met Andrew Impey, the great, great, great, great grandson of Lady Mary Impey, who, in the 18th Century, the species was originally named after.

The big get together was the first time Andrew from Winchester had actually seen the bird which bears his family name.

The story dates back to the 18th Century, when Sir Elijah and Lady Impey, Andrew's great, great, great, great grandparents moved to India following Sir Elijah's appointment to chief justice of Fort William in Bengal.

At this time Lady Impey began keeping birds and wildlife in the garden of their mansion, commissioning drawings of her collection which actually include the earliest depictions of Indian species.

These drawings have been used by subsequent ornithologists to identify new species or new habitats for existing species.



## Cornwall College Surf Science students recreate the last supper on Newquay beach



Cornwall College takes pride in having a classroom on the beach in Newquay but these students took the principle to the extreme when they literally picked up their desks and moved onto the sand, in the name of charity.

The Surf Science degree students decided to create a calendar as part of their Personal and Employability Skills Development module in aid of the Great British Junior surf team who are desperately trying to raise money to attend the International Surf Association (ISA)

Junior World Championships in Panama next month.

And the star picture - a surfer's take on Leonardo Da Vinci's masterpiece The Last Supper:

Student Rachel Preston said: "We decided we wanted to create a calendar and we were looking at iconic surf images.

"We wanted something more recognisable so decided why not combine a surf shot with a picture everyone knows."

## Plague tale retold by Sheffield College students



The devastating impact of the plague on the Derbyshire village of Eyam has been retold by Sheffield College drama students.

Thirteen learners, mainly first years, performed Eyam the musical at Norton College's drama theatre earlier this month.

The plague was brought to Eyam in 1665

when a travelling tailor brought a parcel of cloth from London. It contained fleas that caused the plague.

Led by the rector William Mompesson, the village decided to cut itself off from the outside world. The self-imposed quarantine ensured the plague did not spread.

Jo Beadle, drama lecturer, said: "We've created a musical based on the true story of what happened in Eyam. Three quarters of villagers died."

She added: "Students have to learn, rehearse and perform this play within a week - an exciting assignment unique to our foundation degree course.

"It's a major challenge but it helps them to understand the deadlines often experienced professionally."



## MidKent College student takes massive leap of faith for international charity

A daredevil student's love of animals led to her taking a 12,000ft leap of faith.

Sixteen-year-old Alex Pullin, from Gillingham, took part in a charity skydive to help fund her visit to the International Primate Rescue charity in Pretoria, South Africa.

The sanctuary has rescued primates from all over the world and currently cares for over 100 monkeys, marmosets, lemurs and more.

Alex, who is studying for her Foundation Learning Diploma in Land-Based Studies at MidKent College, took part in the tandem skydive at Headcorn Airfield.

"I'm scared of heights so I thought I might get over my fear by doing this," she said. "But I didn't - it was very scary. Your belly just goes everywhere and it's the worst thing I've ever done. The best bit was when the parachute finally went up - I loved that."

Alex raised £250 and has also been washing cars to help pay for her trip to South Africa.

"I'll be going out there for two weeks and will be helping to look after the primates by feeding them and cleaning out their cages," she said.

"It will be a great new experience and I can't wait."

## WW II veteran visits Chesterfield College



World War II veteran Frank Stone, who was based in the very camp where the infamous Great Escape took place, visited Chesterfield College to pass on his experiences to today's younger generation.

Hundreds of students from the college's sport and public services directorate were glued to Frank's presentation, which included him passing round actual objects from the Great Escape itself including a compass fashioned from melted vinyl records. At only 18 years of age himself when he was shot down on just his second bombing mission in 1940, Frank ended up in the infamous Sagan Stalagluft III and was billeted in a hut from which one of the three tunnels, Tom, Dick and Harry, were dug from.

Frank said: "It's important to pass on my experiences to the younger generation so they know exactly what happened at camps such as Stalagluft III."

Tim Binns, curriculum manager for public services at the college added: "Frank's talks were amazing, the students were completely gobsmacked by the remarkable achievements made at Stalagluft III against all the odds."



## Doncaster College student streaks ahead

A hairdressing student at Doncaster College has opened her own salon.

Clair Neal is the proud owner of Refresh Hair Salon in Dunscoff and she has taken on five members of staff, four of whom are ex-students.

Pat Meadows, assistant principal external partnerships and employer engagement at the college officially opened the salon last month.

Clair began on a NVQ level 1 hairdressing course in 2009 and has progressed to Level 3.

While on Level 2, she picked up a student of the year award for her outstanding dedication, supporting her classmates and charity work.

She took advice from the Doncaster Chamber of Commerce on opening her own business and made a business plan and followed it through.

Her husband, Richard, worked really hard in helping Clair to get the salon ready in time, so Clair took the opportunity, at the opening, to thank him and renew her vows by proposing to him, 19 years after they first tied the knot.



*FE Week events...*

# *FE Week* visits Poole for the launch of the Reed NCFE employability lab

**Nick Summers****@SummersNicholas**

The unemployment crisis is a top priority for the coalition government.

With more than a million young people out of work, the focus is now increasingly shifting to the education sector, including FE, to help students successfully transition into the world of work.

A number of qualifications exist to try and help learners improve their employability skills, but very few actively engage with businesses and employers in the local area.

A new scheme by the awarding body NCFE, developed in partnership with Reed, was officially launched at Bournemouth & Poole College last week to show an alternative way of linking up students and jobs.

Lawrence Vincent, principal of Bournemouth & Poole College, introduced visitors to the new e-Lab facility, a series of classrooms designed to help learners search and apply for jobs.

"The e-Lab and our partnership with Reed NCFE is a radical new approach to employability," Mr Vincent said.

"We have to face the fact that our sector is changing - these days we are being measured by how effective we are at placing our young people into employment.

"This is the measure by which we will be judged and expectations are high."

The e-Lab has been open since January and registered more than 500 learners at the college.

Students develop their CV and interview skills during the employability qualification, but can also speak to the Reed NCFE employment brokerage team about the type of work they're ideally looking for.

The team, which consists of three full-time staff members, will then try and seek out job openings relevant to their qualification or area of interest, often by liaising with local employers.

The job brokerage service will also try and persuade the company to advertise the role exclusively through the college, before offering the position back to the learner.

Mr Vincent admitted in his opening speech that the college partnered with Reed and NCFE partly because his staff were ill-equipped to give advice on the current job market.

"We have about 1,000 dedicated staff here at Bournemouth & Poole College but about 90 per cent have been here for five years and 95 per cent have been here for ten or more years," he said.

"As good as they are, they cannot, with the best will in the world, be in the best position to know what is required by employers of the students in the ever-changing world of work.

"It is an inconvenient truth that we do need help of the kind offered by partnerships with



L-R: Lawrence Vincent, Bournemouth and Poole College, James Reed, from Reed and David Grailey, NCFE

successful and experienced organisations such as Reed NCFE."

Ryan Cooper, a student at the college studying electronics and engineering, was one of the first to register with the e-Lab.

He said: "Almost immediately after I registered and was introduced to my Reed NCFE advisor, the calls from potential employers started coming in.

"Within a few days I was actually offered a post which would give me work experience alongside my studies."

He added: "The advisors are really supportive.

"This is a fantastic way to look for openings and it should be taken up by other FE colleges."

Geoff Russell, chief executive of the Skills Funding Agency (SFA), was scheduled to give a speech on the morning of the launch.

However, Mr Russell was unable to attend due to illness, but gave the following comment: "This is an inspiring example of how FE is responding creatively, flexibly and dynamically to the demands of employers, learners and local communities.

"The REED NCFE Partnership and the college's new e-Lab are clear evidence of how the FE sector is uniquely placed to help overcome the economic and social challenges we currently face.

"This initiative sends out strong signals to both employers and students that the right skills in the right place at the right time are the answer the economy needs."

Steve Wentworth, a skills consultant at Bournemouth & Poole College, said that in the past local employers had been reluctant to take on British people.

The introduction of the scheme by Reed NCFE however, he said, was starting to change

people's perceptions of the college to one of being a reliable source of employment.

"If I've spoken to an employer in the hospitality sector about taking on a British person, I've had quite a negative response right away," Mr Wentworth said.

"But now we've got this, the Reed NCFE partnership with Bournemouth & Poole College, the interest has been incredible."

He added: "if you look at the Reed brand with Bournemouth & Poole College, together that really does give some credibility to what we're trying to do with the e-labs.

**"We have to face the fact that our sector is changing - these days we are being measured by how effective we are at placing our young people into employment"**

"That, along with the employability qualification, gives an added reassurance to employers which is just something they've never had.

"So I do think that overall we're seeing a real shift in people's perceptions."

NCFE began working on the concept shortly before the Conservative party came into power, foreseeing youth unemployment and job outcomes as a high-level policy for both the Department for Business, Innovation and Skills (BIS) and the SFA.

The awarding body assigned Alistair Downes, director of business development at

NCFE, to develop the model for six months before approaching Reed as a partner.

David Grailey, chief executive of NCFE, said: "If you look at the work Reed has done on Department for Work and Pensions (DWP) contracts, as well as for welfare-to-work, they're one of the best performers.

"So we met with James Reed, as well one of his managing directors and we said to him, 'we have this idea and we would like you to be our partners because you have not only the knowledge and experience of working in the education sector but also the recruitment expertise.'"

Mr Grailey said the scheme at Bournemouth & Poole College, which combines both an employability qualification and recruitment, is unique for the FE sector.

"The idea that you can take a learner and you can teach them to understand that if they have the right mind-set that can give them an advantage in the recruitment world and help them identify jobs which they want, as well as having the opportunity to track them while they're in the job, that end to end solution, I'm not aware of any other on the market," Mr Grailey said.

He added: "There are variations of the idea, but not many people are doing the specific qualifications around mind-set, which we think is critically important to making those learners competitive."

James Reed, chairman of the Reed group of companies, said it was important the sector did more to prepare young people for work.

"The worst thing is that people leave college or school, go onto benefits and then we have to get them from welfare to work," Mr Reed said.

"It's far, far better that they go from college or school directly to employment, and that is what this is focused on doing."





View on the way into the new brand new e lab facility



Students working hard in the new e lab centre



The jobs tree brings colourful opportunity to the new e lab



L-R: David Grailey, NCFE, James Reed, from Reed and Lawrence Vincent, Bournemouth and Poole College

## Learners get hands on with e lab facilities



Learners enrolled on the BTEC Level 3 Extended Diploma in Applied Science, specialising in either medical science or forensic science, were using the e-lab facilities on the morning of the launch.

Bournemouth & Poole College has strong ties with the forensic

science department at Bournemouth University, but also encourages students to think about their future job prospects.

Ellen Bryant, lead forensic science lecturer at Bournemouth & Poole College, (pictured above, centre) said: "I think they all thought they could

leave here and all be qualified medics, so it's been a real eye opener for them to strive for what they want and actually think 'I really want to do this and this is what I need to do'.

"So it's making the pathway for them much clearer."

Students are told not only to look for traditional, highly specialised jobs in their field, but also 'quirky' openings which are still medical or forensic science related.

"They have also been writing their own job adverts, including the qualities they would look for in somebody they would want to employ," Ellen added.

"I think that's important for them so that they understand that when they go for an interview next year - even if it's for University - they know the qualities and the first impression they would be required to show."

Imogen Young, (pictured above, left) a student at the college studying BTEC

Level 3 Extended Diploma in Applied Science (Medical Science), said: "I have looked at jobs in my own time but I think it's good we get to do it in the college, because then we get more help with it."

Tom Clarke, another student on the course added: "I can see how it will be useful for after we finish college and for people who haven't already got a job, but I work part-time already, so in the short term it wouldn't really help much."

Forensic science and medical science are notoriously difficult industries to get into, and Mr Clarke says he does still appreciate the extra help from the college.

"There's not a lot out there, so it could help a lot having this extra qualification," he said.

"Having experience in knowing what's going to happen will put us at an advantage to anyone else who hasn't had the opportunity."





Ascentis is an established Awarding Organisation recognised by Ofqual and also an established Access Validating Agency recognised by the Quality Assurance Agency for Higher Education. Further information can be found at our website, [www.ascentis.co.uk](http://www.ascentis.co.uk).

## Senior Manager for Access to HE

**Salary £32,278**

This is a full time position based in the Directorate of Regulation and Quality Assurance. The successful candidate will report to the Deputy Chief Executive, ensuring that Ascentis meets the standards required by the Company and the regulatory authorities with respect to its strategic objectives relating to the quality assurance of its Access to HE programmes.

You will line manage the performance of the Access to HE Quality Assurance Manager. You will be able to demonstrate excellent people management and leadership skills and have experience of project management. You will be educated to degree level or equivalent and have relevant experience in this field.

You will manage the Access to HE budget and contribute to corporate targets relating to risk management and business continuity. (These responsibilities provide a general overview of the post and are not exhaustive.)

- To discuss this post further, please contact Kath Fanning on **01524 845046**.
- To apply please visit the Ascentis website at [www.ascentis.co.uk](http://www.ascentis.co.uk) for an application form and job description.
- **Deadline for receipt of applications: 4pm, 13th April 2012.**



## Grade 7 Senior Development Manager

**Salary £32,278**

This is a full time position based in the Directorate of Research and Development. The successful candidate will report to the Director of Research and Development and will have responsibility for the work undertaken by the examination and testing service; overseeing projects involving the development and maintenance of the full range of Ascentis products including; qualifications, assessment papers and learning materials.

You should be able to demonstrate excellent people management and leadership skills and have experience of project management to proactively lead a team of Development Managers and the Examinations and Testing Unit.

You should be educated to degree level or equivalent.

These responsibilities provide a general overview of the post and are not exhaustive.

- To discuss this post further, please contact Chris Atkinson on **01524 845046**.
- To apply please visit the Ascentis website at [www.ascentis.co.uk](http://www.ascentis.co.uk) for an application form and job description.
- **Deadline for receipt of applications: 4pm, 13th April 2012.**

**North Hertfordshire College** is working towards excellence and is committed to developing both staff and learners to achieve their full potential. We have the following exciting roles that would suit individuals who thrive on change and welcome a challenge.



## Head of Engineering

**£42,000 - £48,000**

As Head of Engineering within the Academy you will be an integral part of the Academy's leadership team. You will be responsible for the overall performance of the Engineering in all of its aspects. In particular you must ensure that Engineering provides excellent teaching and learning which stretches challenges and enables students to achieve their personal, educational and employment goals. Innovation will be a key element in the building of the Schools reputation and financial health. The Head of Engineering is expected to be proactive in promoting the College values with all stakeholders.

To be successful in your application you will hold a degree or equivalent, or level 3/4 qualification in a Construction discipline, and hold a teaching qualification.

The successful candidates will be appointed on a spot salary within the range £42,000 p.a. - £48,000 p.a. depending upon qualifications and experience.

**Closing date for applications: 5th April 2012 | Interview date: 20th April 2012**

## Head of Construction

**£36,854 - £50,903**

As Head of Construction within an Academy you will be an integral part of the Academy leadership team. You will be responsible for the overall performance of the School in all of its aspects. In particular you must ensure that the School provides excellent teaching and learning which stretches challenges and enables students to achieve their personal, educational and employment goals. Innovation will be a key element in the building of the Schools reputation and financial health. The Head of Construction is expected to be proactive in promoting the College values with all stakeholders.

To be successful in your application you will hold a degree or equivalent, or level 3/4 qualification in a Construction discipline, and hold a teaching qualification.

The successful candidates will be appointed on a spot salary within the range £36,854 p.a. - £50,903 p.a. depending upon qualifications and experience.

**Closing date for applications: 5th April 2012 | Interview date: 20th April 2012**

Please visit our website [www.nhc.ac.uk](http://www.nhc.ac.uk) to download the job description and to apply on-line



**Programme Director**  
London & East of England

**£70,000-£80,000**

Reed in Partnership are recruiting for a Programme Director with experience of working on Skills Funding Agency (SFA) or Commercial Funded Learning and Development Programmes over a number of offices. We are looking for individuals who have worked in a highly commercial, target orientated environment and that can understand an entire business End to End. You will be capable of engaging in the programmes right from the start.

For more information go to: <http://www.reedinpartnershipjobs.co.uk/>  
**Closing date for this position is the 6th April**

For more  
job listings  
go to:

[feweek.co.uk](http://feweek.co.uk)  
and click on  
'recruitment'



## MIS Manager

**£35,000 pa**

Qube Learning delivers government-funded qualifications across England. We are looking for a dynamic Management Information Systems Manager.

Candidates must have demonstrable team management skills and a proven track record of working to LSC / SFA contracts underpinned by an in-depth understanding of SFA funding.

For further information and a job description please see <http://www.qube-learning.co.uk/qube/vacancies/> or contact [sally.connolly@qube-learning.co.uk](mailto:sally.connolly@qube-learning.co.uk).

**Closing Date: 31st March**



## National Operations Director

**c.£80,000**

Dependent upon experience | Plus benefits package

### About Seetec

We are both a Skills Funding Agency training provider with nearly 30 years experience in the learning and skills marketplace and one of the largest Prime Contractors for the Department for Work & Pensions. You will be joining one of the most exciting and innovative skills delivery and supply chains across the learning and employability marketplace.

### The Role

Reporting to the Chief Operating Director you will take strategic and operational responsibility for the fulfilment of all employment contracts with additional input and support to the Supply Chain and subcontracted provision. You will take a lead role in the implementation of any new business as well as working with Business Development to provide input on tenders for new contracts.

You will support the Chief Operating Director to cover all our key business areas as well as forging relationships, and representing Seetec with external stakeholders and major employers. A key element of the role will be to coach and mentor operational managers to be capable and dynamic leaders, supporting them to deliver performance improvement.

### The Person

A proven leader with more than eight years senior management experience in either employment or skills, you can demonstrate where and how you have contributed to improved profitable delivery. You can also demonstrate where and how you have successfully delivered large and complex contracts, whilst achieving performance and high standards. Ideally you should be currently engaged in the W2W and / or Skills Sector at a Senior management level and ready to take the next step in strategic and operational management.

You will be strong at people and change management demonstrating a proven record in developing senior teams to be capable leaders and a talent for engaging people to deliver exceptional performance.

### Interested?

Then please go to our recruitment page at [www.seetec.co.uk](http://www.seetec.co.uk) and click on Home then "Want to Work for Seetec" or go straight to <http://www.seetec.co.uk/careersite/index.aspx>



## Business Enterprise Academy Manager

**£28,721 - £30,471 p.a.**

Quote Ref: BEAM/1112

This is an exciting opportunity to become **Business Enterprise Academy Manager** for the East Midlands Regional Hub of the Peter Jones Enterprise Academy based at Leicester College.

This prestigious role will involve developing and delivering a high quality experience for all learners on programme. This will be achieved through the use of work experience challenges, workshops and guest speakers in line with the curriculum and the vision and mission of the Peter Jones Enterprise Academy.

The successful candidate will be a dynamic influencer with excellent interpersonal skills and experience of innovative sales and marketing techniques with an entrepreneurial flair. A major part of the role will be engaging and developing relationships with local and national employers and entrepreneurs to engage their support for this ground-breaking delivery methodology.

This will be a challenging and exciting role for someone with an enterprise background and will include some travel, organising corporate events, business challenges, master classes and ensuring that the quality of the Peter Jones brand is maintained to the highest standard.

Please visit the Leicester college website on [www.leicestercollege.ac.uk](http://www.leicestercollege.ac.uk) for applications.

**Closing Date: 2nd April**  
**Interviews: 18th April**



ESPA College is an integral part of Education and Services for People with Autism - a charitable organisation which supports people at different stages of their life to achieve a more independent future.

## PRINCIPAL

**£65,000 | Tyne and Wear**

**Benefits include: Private Medical Insurance and Generous Company Pension Scheme**

This is an excellent opportunity to lead one of the country's largest Independent Specialist Colleges for people with Autism Spectrum Conditions.

We are in a very strong position with an excellent reputation and track record for achieving successful outcomes for learners, many of whom have complex or additional difficulties.

We are looking for an inspirational leader who has the vision, drive and experience to lead the College into its next stage of development, supported by our extensive central management and Multi-Disciplinary Teams. The capacity to lead and manage change will be complemented by your ability to create, sustain and develop team working and experience of developing effective partnerships.

**For an application pack please contact Sarah Kilner, Human Resources Manager on 0191 516 5084 or email: [sarah.kilner@espa.org.uk](mailto:sarah.kilner@espa.org.uk)**

**Closing date: Thursday, 5th April 2012.**

Committed to Equal Opportunities  
This position will require an Enhanced Disclosure with the Criminal Records Bureau.

**[www.espa.org.uk](http://www.espa.org.uk)**



Registered Charity No.1037868



**GRIMSBY INSTITUTE GROUP**

## Director of Business Development (Ref: Y110)

**£40,000 per annum plus benefits**

This is an exciting opportunity to work at a senior level to influence, shape and ensure our continued growth.

We are seeking to appoint a passionate, innovative and inspiring leader to manage Business Development at the College. You will have experience of proactively identifying, developing and obtaining new business partnerships with a variety of people and business sector leaders generating new income streams from the delivery of customised, responsive and bespoke education/training provision.

To discuss this role in further detail please contact Graham Towse, Deputy Principal, Grimsby Institute Group on 01472 315536.

**Apply online at:**

**[www.latestvacancies.com/grimsby/](http://www.latestvacancies.com/grimsby/)**

**Closing date: Thursday 05 April 2012**

## TRURO AND PENWITH COLLEGE

**Full time Lecturers** required in the following subjects:

Salary will be based on a band in the range of £23,510 - £34,911 | To start September 2012

Applicants should hold a degree or similar professional qualifications and a recognised teaching qualification.

### CATERING

The ideal applicant will have extensive experience of Catering and a proven track record in education sector, teaching experience and a commitment to the delivery of an outstanding learning experience to our students. Applicants should hold an NVQ level 3 or equivalent, a Certificate in Education or equivalent and the A1 assessors' award. A verifier's award (V1 or equivalent) would also be desirable. Previous applicants will be carried forward.

Applications for the above post should reach us by FIRST POST ON: FRIDAY 30 MARCH 2012

### BUSINESS STUDIES

The area offers a wide range of business related courses. The successful candidate will have a successful track record of delivering the National/Extended Diploma in Business and AS/A2 Business Studies programmes. The ability to offer additional subjects within the programme area would be desirable, though not essential.

### MATHEMATICS

The successful applicants will be required to lecture across GCSE, IB, AS and A2 Level courses in Maths and possibly Further Maths, covering the full range of mathematical topics offered at these levels.

**Fractional 0.5 Lecturer required in:**

### ELECTRONICS

Salary will be based on a band in the range of £23,510 - £34,911 pro rata | To start September 2012

You will be required to teach AS/A2 Electronics with the option of contributing to the development of other Electronics/Engineering programmes across the college. The successful candidate will also act as Personal Tutor to some of these students. Previous applicants will be carried forward.

Applications for the above posts should reach us by FIRST POST ON: TUESDAY 10 APRIL 2012

Curriculum Vitae are not accepted, Application Forms only.  
Successful candidates will be notified within 4 weeks of the closing date.

**To apply please call 01872 267000**

email: [recruitment@truro-penwith.ac.uk](mailto:recruitment@truro-penwith.ac.uk)  
or download a Job Description and Application Form from: [www.truro-penwith.ac.uk](http://www.truro-penwith.ac.uk)

Truro College, College Road, Truro TR1 3XX

**AN EQUAL OPPORTUNITIES EMPLOYER**







### FE Week Sudoku challenge

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 9 | 3 |   | 1 |   |   |   | 7 |   |
| 2 |   | 8 | 9 |   |   |   |   |   |
|   |   | 4 |   | 6 |   | 5 |   | 2 |
| 4 | 8 |   |   | 7 | 6 |   | 1 |   |
|   | 2 | 9 |   |   |   | 7 | 3 |   |
|   | 7 |   | 2 | 3 |   |   | 5 | 8 |
| 1 |   | 5 |   | 8 |   | 9 |   |   |
|   |   |   |   |   | 1 | 6 |   | 7 |
|   | 4 |   |   |   | 3 |   | 2 | 5 |

Difficulty:  
**EASY**

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Solutions: Next week

|   |   |   |   |  |   |   |   |   |
|---|---|---|---|--|---|---|---|---|
|   |   | 8 | 3 |  |   | 9 | 6 |   |
|   |   | 1 | 5 |  |   |   | 7 |   |
| 9 | 5 |   |   |  |   |   | 2 |   |
|   |   |   | 7 |  | 5 |   |   | 9 |
|   |   |   |   |  |   |   |   |   |
| 2 |   |   | 9 |  | 4 |   |   |   |
|   | 3 |   |   |  |   |   | 8 | 4 |
|   | 8 |   |   |  | 9 | 7 |   |   |
|   | 7 | 5 |   |  | 1 | 2 |   |   |

Difficulty:  
**MEDIUM**

### Last Week's solutions

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 3 | 1 | 8 | 7 | 2 | 6 | 9 | 5 | 4 |
| 4 | 5 | 7 | 1 | 8 | 9 | 6 | 2 | 3 |
| 9 | 2 | 6 | 5 | 4 | 3 | 8 | 7 | 1 |
| 7 | 3 | 1 | 6 | 5 | 4 | 2 | 8 | 9 |
| 8 | 9 | 2 | 3 | 7 | 1 | 4 | 6 | 5 |
| 5 | 6 | 4 | 8 | 9 | 2 | 1 | 3 | 7 |
| 1 | 7 | 3 | 9 | 6 | 8 | 5 | 4 | 2 |
| 2 | 8 | 9 | 4 | 3 | 5 | 7 | 1 | 6 |
| 6 | 4 | 5 | 2 | 1 | 7 | 3 | 9 | 8 |

Difficulty:  
**EASY**

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 9 | 1 | 4 | 7 | 2 | 6 | 3 | 8 | 5 |
| 5 | 6 | 8 | 1 | 3 | 9 | 2 | 7 | 4 |
| 3 | 7 | 2 | 8 | 4 | 5 | 9 | 1 | 6 |
| 1 | 4 | 6 | 3 | 9 | 2 | 8 | 5 | 7 |
| 8 | 2 | 3 | 4 | 5 | 7 | 1 | 6 | 9 |
| 7 | 5 | 9 | 6 | 8 | 1 | 4 | 2 | 3 |
| 6 | 3 | 5 | 9 | 1 | 8 | 7 | 4 | 2 |
| 4 | 8 | 7 | 2 | 6 | 3 | 5 | 9 | 1 |
| 2 | 9 | 1 | 5 | 7 | 4 | 6 | 3 | 8 |

Difficulty:  
**MEDIUM**

### FE Week mini-mascot

Follow the adventures of *FE Week*'s biggest and smallest fan!



*"Mostly this week I have been pointing out the typos in FE Week"*

You can also follow our *FE Week* mini-mascot on Twitter @daniellinford